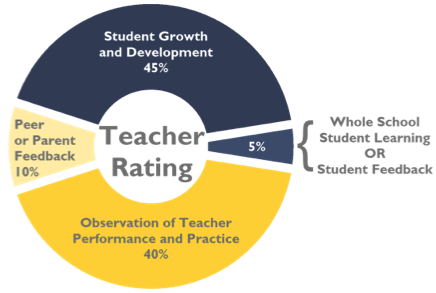
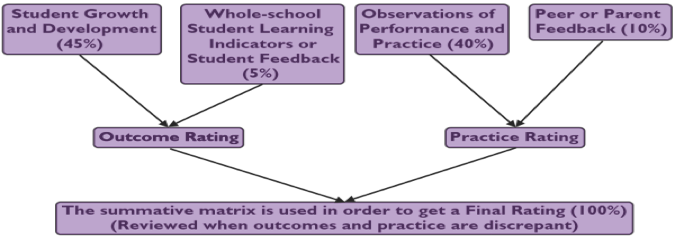
**Teacher Evaluation**



Teaching is one of the most challenging yet rewarding careers. With a rewarding career comes challenges you have to overcome as a teacher, one in particular is the teacher evaluations. With any job, you have to be critiqued by administration. They observe your class and critique the positive and negative aspects of your teaching. Another part of the teacher evaluations is your students’ state test scores. " Multiple and variable lines of evidence in evaluation require that data about teaching are gathered from a number of sources in addition to traditional administrator reports" ( Peterson, K. 1987, p. 312).

Teacher evaluations consist of observations, both formal observations and informal observations (when an administrator’s observation is unannounced). Administration will also review your professional practices,this can relate to non-teaching material. The observations are averaged in with “student growth and development, Whole school Student Learning Indicators or Student Feedback, Observation of Performance ad Practice and Peer or Parent. The summative matrix is used to get a Final Rating. These ratings are reviewed when outcomes and practice are discrepant”.



Charlotte Danielson is a veteran teacher who specializes in teacher quality, evaluation, curriculum planning, performance assessments, and professional development. Her work is known as the Danielson Framework. This is a research-based component of instructions that are in range with the INTASC (Interstate Assessment and Support Consortium). This framework contains four domains, twenty-two components and seventy-six elements.

* Domain 1: Planning and Preparation
* Domain 2: Classroom Environment
* Domain 3: Instruction
* Domain 4: Professional Responsibilities

Danielson also has different Levels of Performance. Many districts incorporate Danielson’s yet change parts to fit their districts needs.

* Distinguished
* Proficient
* Basic
* Unsatisfactory



Every district is different and has different standards for their teachers to achieve, this video has teachers expressing their thoughts on their teacher evaluations. According to The New Teacher Project they believe in a set of standards that should be implemented.

* Having an annual process
* Clear and rigorous expectations
* Multiple measures
* Multiple ratings
* Regular feed back
* Significance

“Evaluations should provide all teachers with regular feedback that helps them grow as professionals, no matter how long they have been in the classroom” (The New Teacher Project, 2010).

This image represents how we in the relying on field feel when we hear teacher evaluation. It is a chain reaction where that starts in the district, then the principal, then and the teachers who are all relying on the students to pass a test.



**Webliogrophy:**

[Connecticut's System for Education Evaluation](http://www.connecticutseed.org/?page_id=440)

[Council of Chief State School Officers](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

Peterson, K. (1987). Teacher evaluation with multiple and variable lines of evidence. *American Educational Research Journal.* 24 (2), 311-317.

[The New Teachers Project](http://tntp.org/assets/documents/Teacher-Evaluation-Oct10F.pdf)

[The Danielson Framework](http://danielsongroup.org/framework/)

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